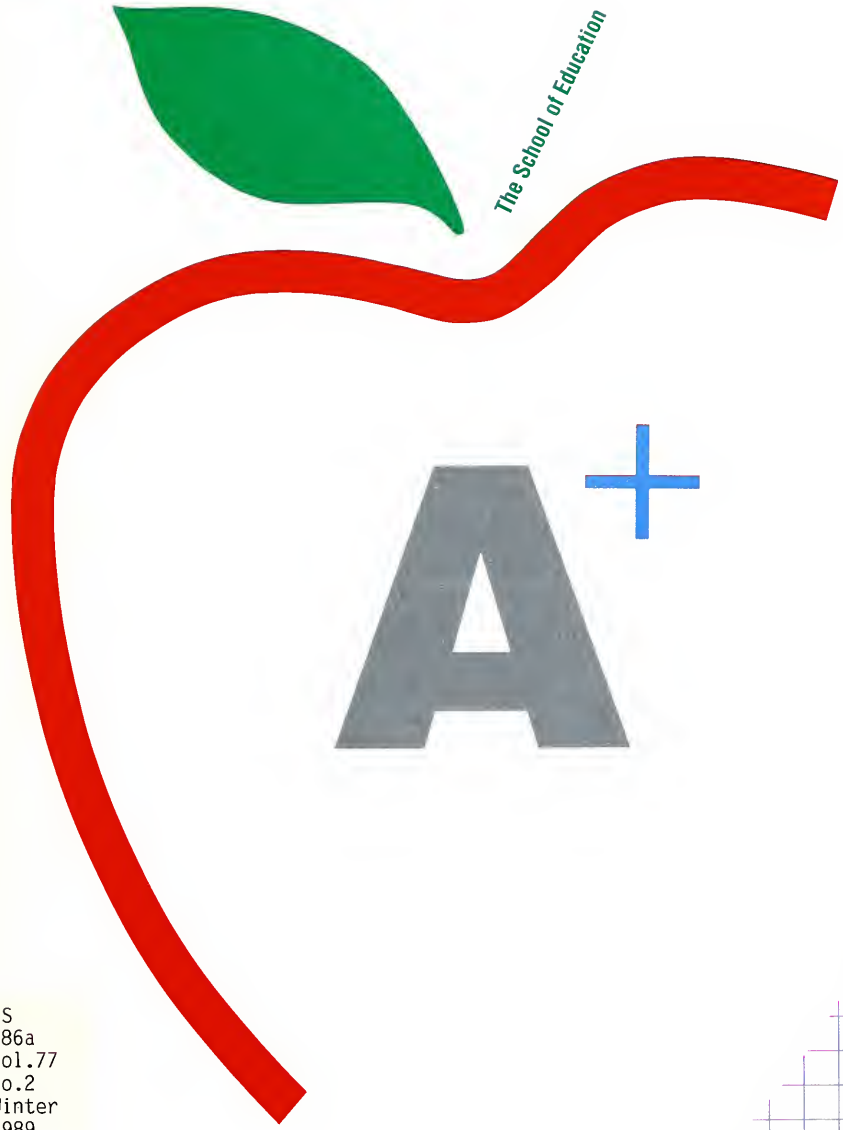
Alumni Ballot Inside

UNCG ALUMNI NEWS

WINTER • 1989



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School of Education Aims at State and National Leadership

In this issue of *Alumni News*, we introduce you to the new dean of the School of Education, A. Edward Uprichard. He, in turn, makes an introduction himself with the first public announcement of the formation of an exciting and unique structure devoted to education, the Collegium for the Advancement of Schools, Schooling, and Education (CASSE). It will be housed in the UNCG School of Education.

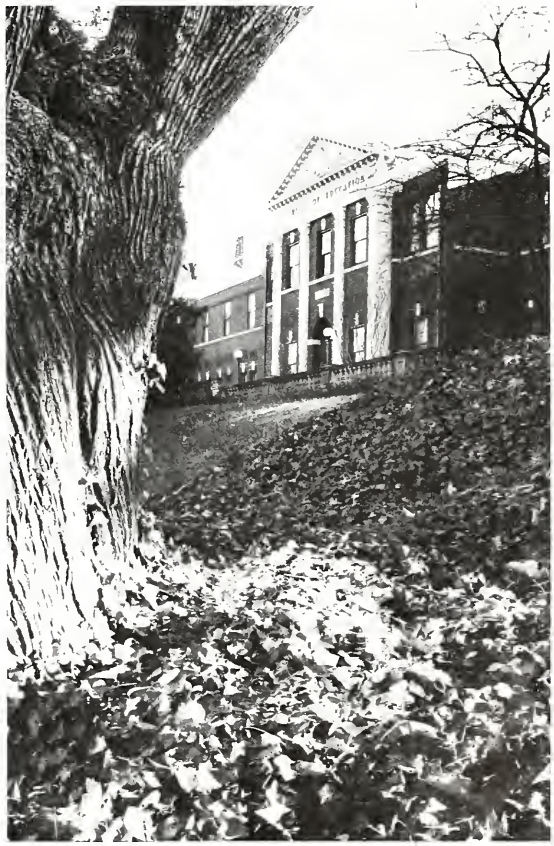
James Runkel, a member of the School of Education faculty, reports that North Carolina is at the forefront of efforts to improve public schools. He gives an overview of the state's activities and plans.

Education faculty members David Purpel and Svi Shapiro contend that the challenges facing us are so enormous that education alone can't do the job. They argue that a social transformation is necessary for our survival in the twenty-first century.

Research by Scott Hinkle of the education faculty indicates that running may make you more creative.

We also tell you about the School's unique program for Teaching Fellows.

UNCG continues to be a wise choice for aspiring teachers and educators.



Our New Collegium Will Promote Innovation, Research, and Dialogue

by A. Edward Uprichard

- Dean and Professor, School of Education
- Co-author of two books, *Diagnosing Mathematical Difficulties* and *Fundamentals Underlying Number (FUN) Program*
- Former Associate Dean, College of Education, the University of South Florida
- Voted by students as one of ten outstanding professors at the University of South Florida
- BA, State University of New York at Fredonia, MS, Syracuse University; PhD, Syracuse University

The United States is a great nation. However, the message from across this nation and around the world is that our supremacy, once a given, is no longer assured. As a nation we face economic, ecological, political, and social challenges of enormous significance. If the United States is serious about successfully meeting these challenges in a competitive, global environment, then achieving educational excellence must be a national imperative as we move toward and into the twenty-first century.

Our visions about what education ought to be must not be limited by what we have experienced it to be. We need better ideas, and at UNCG we're taking a unique step to make sure we come up with them.

Schools and schooling will change more in the next two decades than in the past two hundred years. Schools will be broadly conceived to include not only preschools, elementary and secondary schools, community colleges, and institutions of higher education, but also educational environments in agencies, business and industry, and the home. Schooling will be viewed as a lifespan activity.

We need to think of schools as places where problems generate opportunities to learn; where ideas and concepts stimulate analysis and discussion; where logical reasoning, imagination, and intuition are nurtured and rewarded; where it is both appropriate and expected that individuals will function as learners, sharers, and carers; and where individuals feel personally enriched by the success or achievement of another individual and personally diminished when another individual is diminished.

The role of professional educators at all levels and how they conceptualize their responsibilities will change dramatically. They will no longer function primarily as disseminators of information but will be responsible for teaching others how to use information to enhance their thinking and functioning abilities. To develop this new breed of educator will require universities to rethink both the liberal arts and the professional curriculums. It will be necessary to recruit the ablest and most imaginative students for the education professions — students who themselves aspire to be problem solvers, thinkers, and leaders.

The task of planning for educational excellence must be approached with a sense of great responsibility and a sense of great urgency: Great responsibility because the quality of life in the United States depends on our success; great urgency because the time to act is now. A successful planning effort will require the participation of a diverse group of individuals.

The School of Education accepts as integral to its mission the responsibility for visionary leadership in advancing the cause of educational excellence at the

local, state, and national levels. To facilitate this responsibility and to reinforce our commitment to scholarly inquiry, the School in cooperation with the larger University community is in the process of establishing the Collegium for the Advancement of Schools, Schooling, and Education (CASSE). This Collegium, as it is conceived, may well be unique to institutions of higher education in the United States.

The Collegium is an innovative idea in which the University through the School of Education fosters and promotes scholarly inquiry, interchange of ideas, and improvements in teaching and learning based on the belief that problems of schools, the processes of teaching and learning wherever they may occur, and appropriate educational outcomes cannot successfully be resolved without the full cooperation of all who are involved.

The Collegium is a concept — a way of thinking about working together in groups where each member has approximately equal authority, power and responsibility. It also is a university-based setting where plans can be made and carried out for undergraduate and graduate students across disciplines, a setting where faculty at UNCG and other colleges and universities, school administrators, teachers, counselors, librarians, industrial leaders, lay persons, technologists, legislators, members of professional organizations, and others gather to work on educational problems and issues of mutual interest.

The Collegium is a way of thinking about working together in groups.

In many different ways, the Collegium will act on the central belief that shared responsibility, mutual trust, and cooperation are the keys to deeper insights into what is needed to improve the quality of education.

For example, it will promote and assist in the conduct of theoretical and applied research, policy studies, and innovative education and training programs through our two current centers — the Center for Educational Studies and Development and the Center for Educational Research and Evaluation — and other centers that may develop over time.

The Collegium will serve as a "think tank" where people can meet to work on conceptualizing, problem posing, and problem solving focused on issues involved in the educational process.

It will be a laboratory for research in which methods and approaches to teaching and learning, and the enhancement of human potential can be tried out and taught across disciplines and educational settings.

It will be a place where scholars, practitioners, and others can meet to share insights and experiences that shed light on fundamental issues of human nature and meaning. It will be a site where a variety of discourses (history, psychology, philosophy, anthropology, et al.) and a variety of perspectives (practitioner, researcher, et al.) will be celebrated.

It will be a resource to which school systems, departments of education, agencies, business and industry, state legislators, and other policy making bodies can turn for consultation and data-based studies needed in order to make sound decisions about educational matters.

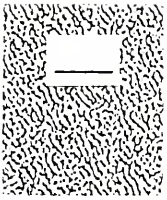
It will be a dissemination center

providing up-to-date, state-of-the-art analysis and information on educational issues and problems, seeking to bridge research and practice so that educationally related problems can be addressed validly and sensibly.

The Collegium will be a university-wide entity administered through the School of Education. A senior-level scholar designated as an Excellence Foundation professor will be appointed director. He or she will report to the dean of the School of Education.

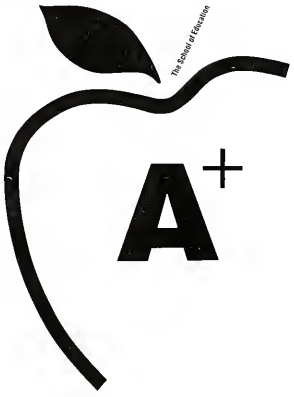
The Collegium will be housed where the School's Center for Educational Studies and Development has its primary laboratory and headquarters. Its governance structure will include a faculty executive committee and a statewide advisory board. The Collegium will be given and will seek to obtain sufficient staff and funds to carry out its assignments to accomplish its mission.

The School of Education invites alumni and friends of UNCG to share their ideas, energy, and talents with us so we can work together in establishing the CASSE for educational excellence. Remember, the Collegium signifies not only a place, but a special way in which people work together. The success we achieve will be directly related to participation.



The School notebook

- **Education has the largest number of graduate students, 526, of the six professional schools at UNCG**
- **Five departments**
  Counseling and Specialized Educational Development
  Curriculum and Educational Foundations
  Educational Administration, Higher Education, and Educational Research
  Library and Information Studies
  Pedagogical Studies and Supervision
- **Forty-five full-time faculty members**
- **647 undergraduate majors**
- **The School is home to the Center for Educational Research and Evaluation and the Center for Educational Studies and Development, a service facility**



Education Desperately Needs a Sense of Direction

by David Purpel and Svi Shapiro

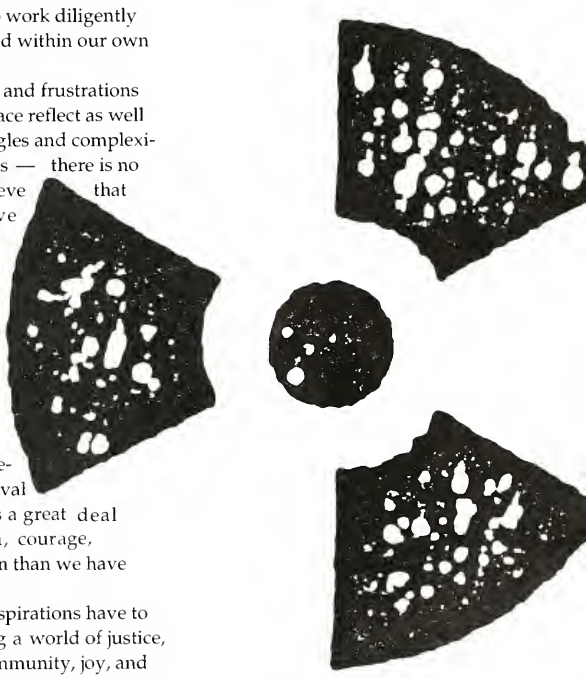
There is a remarkable and dangerous chasm between mainstream educational discourse and the urgent social, intellectual, and moral crises of our time. Public debate on education tends to focus on issues such as academic achievement, test scores, computer literacy, study skills, and merit pay while most professional academic educators busy themselves with developing more sophisticated evaluation instruments, more effective instructional techniques, and teachers and administrators strive to respond to public pressures.

Clearly a similar gap between crisis and response can be seen in other social institutions such as politics and the media, e.g. the recent presidential campaign is eerie in how far removed it was from dealing with the specters of human misery, ecological catastrophe, and nuclear war.

It is our conviction that educators as professionals and as citizens have a responsibility to recognize and respond to the enormity of present social and intellectual challenges. We believe it is necessary to reaffirm the importance of education without succumbing to the fiction that education can by itself be the only or even the prevailing force for fundamental social and cultural change. Schools do have a role to play in this realm — to what particular degree is in some ways irrelevant since each of us has a responsibility to work diligently for a better world within our own sector.

The dilemmas and frustrations that educators face reflect as well as affect the tangles and complexities of our times — there is no reason to believe that educators have been any less or any more wise, heroic, or imaginative than any other group of professionals. The difficulty, of course, is that what is required for survival from all of us is a great deal more wisdom, courage, and imagination than we have hitherto seen.

Our highest aspirations have to do with creating a world of justice, love, peace, community, joy, and beauty for all. Our minimum hope is plain and simple survival. Both possibilities have become highly problematic. This is certainly not the first time in history when we are disappointed in our efforts to create a better world, but it is the first time in the modern era that we have reason to fear for any kind of world at all. The threats are not remote and indeed they are so familiar and frightening that their mention often engenders resistance and denial. Statistics and warnings abound; the media speak



It is our conviction that educators as professionals and as citizens have a responsibility to recognize and respond to the enormity of present social and intellectual challenges.

daily and vividly about the perils, and even politicians have been known to make reference to them (although to do so can put them at political risk). Here are some examples:

- More than one billion people are chronically undernourished. Deaths related to hunger and starvation average 50,000 a day.
- Two billion people do not have safe water to drink.
- The twentieth century has already had 207 wars and an estimated 78 million lives lost — more than five times as many deaths as in the nineteenth century.

These issues are both of enormous magnitude and are incredibly complex. As citizens and as educators we have come to see their presence both as indicators of failure in our fundamental structures and as having their roots in moral confusion. Clearly, responding to these issues requires a great deal of new knowledge and intellectual acuity, but we have also come to see that intellectual abilities have not been sufficient in preventing our crises. Indeed, we have seen genius applied to the creation of the very crises that threaten us.

We must confront certain realities — that a wealthy society like ours that allows so many infants to die unnecessarily has serious flaws; that a culture that produces both a Holocaust and the concept of unconditional love is at war with itself; and an ethic that celebrates a freedom to both create a Garden of Eden and a hole in the atmosphere represents lunacy. We must also confront two other realities — that overcoming these threats will require transformation, not reform, and paradoxically we seem very reluctant to own up to the severity of these crises.

We say paradoxically because we believe that there is an emerging consensus that we do indeed face real possibilities of calamity even though, of course, there is a wide diversity of interpretations on the source and nature of the calamity and what our response should be. However, the current problems of appropriate response involve not only the matter of diversity but also involve another crisis. We refer to a deep intellectual crisis as seen in the philosophical issues of the nature of knowledge and truth, one which threatens to undermine the possibility of certainty and the capacity for ethical conviction and commitment.

Our highest aspirations have to do with creating a world of justice, love, peace, community, joy, and beauty for all.

The recent best-seller by Allan Bloom, *The Closing of the American Mind*, has brought to a wider audience the culturally destabilizing effects of what some call post-modern theories of knowledge. While we may wish to be careful about exaggerating the effects of these ideas, there are good reasons to believe that they have contributed towards a sensibility that more and more undercuts the belief in truthful certainty, fixed cultural verities, and an ethical discourse that can be unequivocally affirmed as enduring and historically transcendent.

Certainly there has been the collapse of the notion of some real world outside of language. All references to a "real" object or a "real" world have been reduced to a kind of myth. Condemned as we are to grasping reality through language, the real world constantly eludes us and is replaced with the conventions of what is socially constructed and discursively familiar. Such a perspective has swept away claims to a "realistic" account of the world which implies positive or definite knowledge or understanding.

In the enormously influential work of the French writer Michael Foucault assertions about universally agreed knowledge are supplanted by what he calls a "regime of truth." Knowledge, he says, is always and everywhere a political matter. All knowledge (or discourse as he calls it) is merely perspectives which are inseparable from the exercise of power to organize culture and society in particular ways. Foucault's work argues against the very notion that intellect and reason can somehow provide real truth.

Following Foucault, the American theologian Sharon Welch has observed that the ideal of universal and absolute truth is intrinsically correlated with oppression. The will to knowledge is the will to power. All thought, she says, is intrinsically political and represents the perspective of one side or another in a struggle within society. Knowledge is always and everywhere uncertain and transitory, contingent and partial. In agonizing sadness Welch argues that the events of this century make it impossible to honestly assert with any assurance the likelihood of certain knowledge. There is no ultimate reference point for truth outside of a history that might make it appear true.

As a result of these developments, in a world whose brutalities, injustices, and degradations demand resolute and determined human response, there is the paradox of increasing uncertainty about what we know, and the ethical commitments that are consequent on this knowledge.

It is indeed precisely out of this uncertainty that a conservative educational discourse has arisen. In the works of Bloom, E. D. Hirsch, William Bennett, and others, the overriding concern has been to stem the tide of social disorder and disintegration which they perceive as the consequence of our widening cultural and epistemological malaise.

They advocate a "return" to an age of settled commitments, an established and certain moral order, and a culturally unified and organic community. In this process it is argued that curricular change in schools can play a critical role in transmitting those "true, tried, and tested" meanings, knowledge, and values which can help reestablish the firm foundations of the moral and cultural order. In place of the uncertainty and relativism that plagues our present post-modern world view, cultural conservatives propose an education grounded in a discourse of absolute values and an indisputable hierarchy of worthwhile knowledge.

Whatever the validity or effectiveness of such an education the underlying message certainly reflects the sense of moral disintegration, cultural disorientation, personal uncertainty, and spiritual decay widely experienced throughout society. Within the neo-conservative framework the purpose of curriculum change is to reestablish a "regime of truth"; to replace the cacophony of voices that challenge and fragment the formerly unified and settled grammar of American life.

While there is much that is problematic about this agenda, it leaves no doubt that education and schools cannot continue to define themselves in ethically or politically neutral terms. They must be responsive to the devastating human effect of a culture in crisis.

We must take our collective heads out of the sand and confront the severity and seriousness of our concerns, and we must also come to see that current "reforms" are tragically irrelevant to these crises.

In the anomic and rootless conditions of contemporary life, educators have to develop a language of possibility in which issues of social commitment, ethical conviction, the normative rules which undergird community, and the nature of meaningful life are addressed.

What is as disquieting as the crises themselves is how little they inform the discourse of the everyday policies and practices of American schools. We believe, however, that these crises must not be ignored. Indeed that they need to become the major concerns that inform the agenda of all educators — researchers, teachers, counselors, administrators. It is surely the responsibility of educators to enlarge and deepen the public dialogue on education by insisting that we confront fundamental questions that now face humanity — of moral confusion, social injustice, cultural disarray, and environmental degradation.

We have an extraordinary amount of imagination and creativity in our society and as educators we have the responsibility to nourish and liberate these capaci-

ties as we struggle to overcome the real dangers of our times. We must take our collective heads out of the sand and confront the severity and seriousness of our concerns, and we must also come to see that current "reforms" are tragically irrelevant to these crises. Furthermore, we must accept the reality that new knowledge and new techniques are by themselves insufficient responses but rather that our inquiry and practice must be grounded within a moral discourse that can provide direction and hope.

Dr. David Purpel is a professor and chairman of the department of curriculum and educational foundations. Dr. Svi Shapiro is an associate professor in the department.

Yea, Curry!

Curry Practice and Observation School was an integral part of the School of Education for almost seventy-five years. After its founding in 1895, it grew to include a high school as well as the first public kindergarten in North Carolina. Before Curry closed in 1968, a number of people obtained all their formal education at UNCG — from kindergarten through undergraduate school.

Curry High was a power in six-man football, winning the state championship three times between 1940 and 1957. Herbert W. Park, after whom Park Gymnasium is named, was the only football coach Curry ever had. He was also one of the first two men in the state licensed to referee basketball.

The industrial arts program at Curry was considered for many years to be among the best in the United States. In the Ford Industrial Arts Award Competition from 1955 to 1967, Curry students won sixteen outstanding achievement awards, twenty-five first place, fifteen second place, sixteen third place, ten fourth place, and twenty-seven honorable mention awards.

Curry Scrapbook

Major Efforts are Under Way to Improve North Carolina Schools

by James A. Runkel

Educational reform is not new to North Carolina. In 1904, J.Y. Joyner, the state superintendent of public instruction, said "... the great masses of the people in North Carolina are interested as never before in this question of the education of their children.... Mighty revolutions are always noiseless and must be wrought first in the minds and hearts and wills of the masses. I believe that such a revolution upon this question of the education of all the people is well under way in North Carolina." Joyner's words apply to education in North Carolina today.

The 1980s will be remembered as one of the greatest eras of educational reform in our state. These reforms address accountability — the attempt to assure that school districts, administrators, and teachers improve the education of our state's children.

Accountability has become an educational buzzword of the 1980s for many reasons: declining pupil test scores, the need for a better educated work force, the public's concern for school discipline, and the release of many critical reports on the quality of public education. These include *A Nation at Risk: The Imperative for Educational Reform* (1983), *Time for Results: The Governors 1991 Report on Education* (1986), *A Nation Prepared: Teachers for the 21st Century* (1986), *The Basic Education Program for North Carolina's Public Schools* (1984), and *The Education of North Carolina's Teachers* (1986).

North Carolina is currently experiencing major efforts to improve the quality of public education in the state. The efforts revolve around the Basic Education Program, teacher and administrator preparation, and teacher and administrator accountability.

The Basic Education Program is a standard course of study for North Carolina's children. It is backed by instructional objectives and pupil performance indicators and includes staffing requirements, organizational objectives, and state curriculum standards. It's scheduled to be completely phased in by 1993. To date, the General Assembly has fully funded each step.

Initiatives to improve teacher preparation include requiring at least one academic major of all students preparing to teach, raising admission standards for teacher education programs, and new incentives to attract and retain quality teachers. Among the incentives is the Teaching Fellows Program. Currently 776 Fellows are receiving $5,000 a year fellowships to prepare for public school teaching. UNCG has ninety-one Fellows.

The Quality Assurance Program is the backbone of the state's efforts to enhance the accountability of teachers and administrators. It evaluates students who wish to enter a teacher education program, prospective teachers as they enter the profession, and beginning teachers as they seek to continue in the profession.

The Career Ladder, a pilot project in sixteen school districts in the state, provides salary incentives for teachers willing to undergo additional evaluation and to accept additional responsibilities. The Lead Teacher concept is being tested in three school districts. It involves delegating certain leadership responsibilities to selected teachers as a means of obtaining more accountability and responsibility at the local level. Our department of educational administration along with the Public School Forum of North Carolina and the North Central Regional Education Center recently sponsored a one-day conference on the concept in Greensboro.

Behind these reform efforts is a history of highly centralized state control of education. The current reforms are marked by increased demands for educational accountability and by increased state control of education. Many local school boards, teachers, and administrators, and others are concerned that this increase in centralized control will reduce local initiative. Cries for restoration of local control and initiative are increasingly heard. In 1986, the National Governors' Association stated in *Time for Results...*, "... we have learned that real excellence can't be imposed from a distance. Governors don't create excellent schools; communities — local school leaders, teachers, parents, and citizens — do."

The demands for increased accountability, the trend toward increased centralization of control, the countertrend to more local control demonstrate the continuing debate over how best to improve our public schools and universities. Educated citizens must participate in this debate over the balance of state versus local control of education. Our state's future growth and development depend on our success in raising the educational attainments of our people.

Dr. Runkel is visiting associate professor in the department of educational administration, higher education, and educational research in the School of Education at UNCG.

Teaching Fellows and UNCG

UNCG is an integral part of what has been called the most ambitious teacher recruitment program in the United States, the North Carolina Teaching Fellows Program.

So far, ninety-one Teaching Fellows have chosen to enroll at UNCG. They know we've been educating teachers for the state of North Carolina for nearly a century, and we're good at it. In 1987, one of our alumni was the North Carolina Teacher of the Year; another was the National Teacher of the Year.

Under the Teaching Fellows program, the state provides $5,000 annual scholarships to selected high school seniors who agree to teach in North Carolina public schools after graduation from college. The program is now in its second year.

Our Teaching Fellows program includes mentors, a UNCG concept. Mentors are faculty members. Each has years of classroom experience. They were selected to be part of our Teaching Fellows program because of their teaching skills, scholarship, experience as advisors, and interest in the development of future teachers. No other college or university in North Carolina offers Teaching Fellows such personal attention.

Teaching Fellows at UNCG choose a teaching certification program among thirty-seven subject areas. But our program recognizes that you can't learn in a classroom all you need to know to be a good teacher. More than fifty student organizations on campus provide Teaching Fellows the opportunity to learn how to work with other people to achieve common aims.

As sophomores, they have the opportunity to tutor students in the Greensboro and Guilford County school systems. We require them to attend some cultural events. And we arrange special activities for them — excursions, social events, tours, guest speakers.

UNCG is a wise choice for Teaching Fellows.

Need an Idea? Hit the road

Pounding the pavement with your feet apparently does something to your head.

Runners say jogging helps them solve problems and come up with new ideas. And Scott Hinkle, an assistant professor of counseling and specialized educational development, says runners may be right.

Hinkle and a colleague found that fourth and fifth graders who ran thirty minutes three times a week for twelve weeks scored significantly higher on a creativity test than children who participated in non-aerobic physical education classes.

A similar study with older children also found that the runners outperformed the non-runners on a creativity test.

"Anecdotal as well as scientific evidence appear to support what many runners have known all along — that running can open up the creative mind," Dr. Hinkle said.

Listening to "Miss Jane"

Jane Summerell, professor of English at the Woman's College.

by Dr. Richard Bardolph

The passing of Miss Jane Summerell, on July 12, 1988, at the age of ninety-seven, took from us one of the last links with the University's remoter past when it was still under the vigorous leadership of its founder, Charles Duncan McIver. Arriving on the campus in the fall of 1905, still short of her fifteenth birthday, she first entered upon a year as a preparatory student and then undertook the basic four-year liberal arts/teaching certificate curriculum in 1906-10. Thereafter, while she taught in various high schools in the state, she maintained a close relationship with the college as a leading personality in the Alumnae Association. We have had occasion in previous historical sketches in this series to take note of her role in the origins of the movement to create an alumnae center on the campus (*Alumni News*, Spring 1988).

In 1924, having spent several summers at Columbia University in New York City, Miss Summerell attained a master's degree in English, an achievement that was immediately rewarded by her election as an assistant professor at Winthrop College, Rock Hill, SC. During her year there she set her heart upon returning to the Greensboro campus, a goal that was accomplished in two steps: first by her employment as director of the Latin courses at Greensboro High School, 1925-26, and then by her appointment in 1926 in the English Department of what had by that time become the North Carolina College for Women. Beginning as an instructor, she rose through the ranks to a full professorship, retiring in 1958 after thirty-two years of uninterrupted service on the campus where she had first arrived more than a half century before.

When, at the University's 1978 Commencement, Miss Summerell was awarded the honorary degree of Doctor of Humane Letters, the official citation declared:

> JANE SUMMERELL: alumna, teacher, life-long student, daughter of North Carolina's finest heritage, you have served students, colleagues, community and State faithfully and well. Born in the year of this institution's founding, you have epitomized the qualities Charles Duncan McIver sought in his graduates, the rich life of the person of well-developed mind who accepts the fullest measure of public responsibility and service. Your life has been that of an educated woman, possessed of outstanding talents as a teacher and leader, one who has nourished the lives of students, this institution, and the community beyond. The lines of Geoffrey Chaucer, whom you have long studied and taught, can seldom have been applied more aptly than when

addressed to you today: "And gladly wolde he lerne, and gladly teche."

The same themes had pervaded the citation that was read in 1962 when her fellow alumnae conferred upon her the fourth Annual Alumnae Service Award "to one who had always met a teacher's greatest challenge — that of inspiring her students to the best that is in them." It was the first time that the honor was conferred upon a former faculty member.

Her prominence on the faculty was quickly established and it increased with the years. Rich in sentiment, she disdained its counterfeit sentimentality and the presumptuously familiar (a judgment that exhibited itself in her carefully unhurried and meticulously voiced manner of speaking). One sensed in her elegant composure that here was the quintessential Southern Lady at her best, still under the spell of what was finest in late nineteenth century sensibilities, while accepting the amendments that broadened twentieth century understandings supplied. One would, on first acquaintance, hardly have expected her to emerge as the faculty stalwart that she early came to be.

It was she who was selected to head the committee to plan and carry out the College's Semi-Centennial Observance of 1942, a five-year undertaking begun in 1937-38, and brilliantly realized in its execution. She was for many years the secretary of the Faculty Council, sitting at the Chancellor's side in faculty meetings, keeping that body's minutes as it remonstrated, negotiated, and legislated. Her years as secretary witnessed some of the most passionately controverted deliberations in the institution's history, divisions that in some instances ended friendships of long standing. More than once the tact and wit in which the proceedings were couched and the perspicuous editing that went into Jane's versions of motions and resolutions as they made their way to consensus for the permanent archives soothed the potentially disgruntled.

When the College embarked upon a series of television presentations known as "Lecture Hall," Miss Summerell was called upon to be the first to bring the Woman's College to the public through the new medium. She was the second to serve as president of the Friends of the Library and was for a time president of the campus Phi Beta Kappa chapter and of the local unit of the American Association of University Women. When Dr. Jackson retired as chancellor in 1950, it was Jane who was assigned to the pleasant task of arranging the ceremony for the presentation of a suitable gift, an automobile. No less important, she was for some time the College Advisor to Town Students.

Her leadership in the Alumnae Association was similarly notable. In the early years, as we have previously written, she was the head of a committee that initiated plans for an "alumnae home," as well as head of an alumnae advisory group to prepare names (all of which were adopted) for new dormitories at that time under way or recently completed.

In 1925-26 Miss Summerell was the Association's president, and in other years sat on the Alumnae Board and on advisory committees. She was also instrumental, with her permanent class president, Laura Weill Cone '13, in keeping a "round robin" circulating through the class at Christmas time. In her 1950 version Jane wrote,

> I have spent the year, as I have spent most of those in the past: pursuing the errant semicolon and teaching English Literature. The building program at the College goes apace. I no longer miss the bridge, but the day it capitulated to the bludgeonings of a huge iron ball, I was almost sentimental. Every time it rains the campus is a network of mudholes.... You will miss the old landmarks when you come back [but] you will thrill with pride to see how the campus has gained in stateliness and compactness.

Clippings in the University library's Special Collections, scrapbooks, and alumnae files demonstrate that Jane was a favorite speaker on the women's club circuit in and about Greensboro, a reputation that she continued to sustain for years after her retirement in 1958. Among the topics she elected to present were reviews of the lives and works of various literary figures (notably Chaucer, Emily Dickinson, and Robert Frost), but the most popular of her offerings was a talk called "Letters, the Key to Personality." In her later years she also contributed her efforts as a volunteer for the North Carolina Children's Home Society.

Jane lived with her widowed mother for several years, and after the latter's death (at the age of 99 in 1963), eventually took up residence at the Presbyterian Home in High Point, where she lived by herself in a book-lined, self-contained cottage and received her friends.

• • •

It was there in her living room, pleasantly cluttered with mementoes of the College, that this reporter set up his recording apparatus and took down three

hours of conversation, spread over two sessions, on October 14, 1980 and September 20, 1981. Miss Summerell had already reached her 90th birthday, but her voice was as clear and firm, her recollections as lucidly expressed, her judgments as sure, and her self-deprecating laughter as hearty as her interviewer remembered them to be when he first met her as a faculty colleague in 1944. The tapes, along with dozens of others which the writer had made to preserve the memories of the early generations of alumnae, are now the possession of the Special Collection's University memorabilia in the Jackson Library.

We do not have space to offer here a transcript of the memoirs that "Miss Jane" shared with us. They are of particular value because of the perspective afforded by her association with the campus during nearly three-quarters of the institution's history. By intention the colloquy centered chiefly upon Jane's student days, and even though much of the detail she supplied has also been provided by other witnesses, her depositions add confirmation and nuance — and sometimes encourage a certain skepticism about matters that less penetrating informants have told us before when covering much the same ground.

There were, to be sure, respects in which Jane had not been a wholly typical student at the Normal in 1905-10. When her class was formed in 1906 it had seventy members. Thirty-five of these persevered through graduation; the other half left their classmates either to take up teaching after a mere year or two at the school, or for marriage, or out of economic need; and not a few, one suspects, were simply not up to it. Jane was reasonably sure that every one of those who graduated received the life-time teaching certificate that the College had originally been established to confer; and it is worthy of notice that twenty of the thirty-five, pursued the degree of Bachelor of Pedagogy, seven the degree of Bachelor of Science, and two the degree of Bachelor of Music. Only six elected to earn the more rigorous degree of Bachelor of Arts.

In Jane's case, the preference for the more "literary" degree can be explained both by personal inclination and by home and family background. One of her great-grandfathers was Elisha Mitchell, the North Carolina state geologist who had also had a long career as a professor at Chapel Hill, and is now best remembered as the scientific surveyor of the mountain which was given his name and on whose crest he is buried. Mount Mitchell is usually designated — though sometimes over protestations of New England claimants — as the highest peak in the eastern United States. Miss Summerell's father, Elisha Mitchell Summerell (1865-1934), a graduate of Davidson

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College and of the University of Pennsylvania Medical School, was for half a century a practicing physician in Rowan County, devoting himself to the service of folk in and around Millbridge, where Jane spent her childhood. Her Summerell grandfather had also been a physician in the Salisbury area, and it was the rural portion of the elder Summerell's practice that Jane's father assumed when he began his career as a country doctor.

Another of Jane's kinfolk had been president of Mitchell College at Statesville, while others, on both her mother's and her father's side, had had the advantage of highly literate — and stoutly Presbyterian — antecedents. Jane herself was one of six children, all of whom enjoyed what was for that time and region a superior education, and a home environment where intellectual, aesthetic, and spiritual values were cherished and virtually prescribed by both of her book-loving parents.

The higher education of six children required sacrifice and disciplined parsimony from a country doctor and his wife; for, as Jane remembered, her father's house calls brought in fees of only fifty cents in that rural fastness which had not yet fully recovered from the calamities of the Civil War years. For households so situated, the new college established for women was a godsend: the boys went to Davidson, the girls as public scholarship students to Greensboro.

In such remote communities as Millbridge, provision for public schools was as yet so minimal that heavy reliance was still placed on at least some private instruction at

the grade-school level, and there were no public high schools at all. A few of the state's larger cities had public secondary schools, and from these a student could, without the requirement of making up deficiencies, proceed directly into an entering freshman class. Jane was required to "prepare" for a year in the new institution's Preparatory Department, and her recollection was that at least half of the freshman class embarking in 1906 had been obliged to take at least the preliminary year, and in not a few cases two years, to comply with the entrance stipulations.

Although the Class of 1910 produced a very substantial yearbook — in those days called *The Carolinian* — of more than 250 richly illustrated pages, Miss Summerell's name surprisingly does not appear on the thirteen-member editorial staff's roster. She is, however, accorded an entire page for the Class Poem, which she was deputed to write for the commencement exercises.

The assignment as class poet came to her under amusing circumstances. While she was confined for a few days in the infirmary, a classmate found an unsigned verse in Jane's handwriting on her temporarily vacant desk and was impressed by its catchy rhythms. Assuming that Jane had composed it, the student took it to the appropriate committee and urged that its supposed author be designated as class poet. The suggestion was enthusiastically adopted and the news was promptly carried to the ailing honoree.

The lines, it turned out, had been written by Ella Wheeler Wilcox, at that time an immensely popular inspirational versifier. Jane had simply copied one of them for her own edification. Despite her desperate protestations, the committee insisted that she accept the nomination as class poet nevertheless. Finding no escape, she complied, and only when the final product had at her insistence been improved by several classmates and by Dean W.C. Smith did she consent to give it to the world. Delivered orally at the Commencement exercises, it had been printed in the class's splendid yearbook, signed not with her name, but, to her relief, with her initials, WJS. (She had been christened Willie Jane but had not used the full name at the College.)

At the approriate place in the class annual, accompanying her photograph, she was identified as a Cornelian; Class Critic, 1909; Class Poet, 1910; Marshal, 1908-09; Secretary of the YWCA, 1908; and President of the YWCA in 1909-10. At another point, where individual seniors are characterized in rhyme, it is said of her,

> Jane Summerell: Most Conscientious
> It might hurt Jane's conscience
> If we'd praise as we choose;
> For the dictates of conscience
> She'll never abuse.

One nuance with which she supplied our interview (which we had not heard from any of her contemporaries) may be of further historical interest. Conceding, as she freely did, that the campus was almost obsessed with the endlessly iterated ideal of humane and reformist service for one's community, she said that she later came to realize that although the impulse to unselfish service was strongly stimulated, the lofty exhortations were at least until the 1930s not yet accompanied by training and direct participation and observation in practical strategies and programs for effectuating the desired goals.

When we have listened to Jane's own voice and when we have browsed through her class's records and surviving memorabilia, what emerges is a Jane Summerell who in 1905-10 was soberly intent upon enriching her mind, cultivating her sensibilities, and deepening her sympathies, as well as preparing herself for a career. We do not find her in the athletic groups, though she cheered them on; or in the dramatic or musical societies, though she never failed to applaud their offerings. She is not in the snapshots depicting the more playful moments of Normal School life. We find her at study in her room, in the library on Saturday mornings, at a student religious conference at Asheville, at the lectures and concerts given by campus visitors. We find her as a trusted assistant to Miss Kirkland, even while keeping her own counsels when the latter's imperial pretensions went a bit too far — as when The Lady Principal staged an attendance-required lecture demonstration on the platform in the new Students' Building's assembly hall on the proper way to make up a bed.

And we are not surprised to find that at Commencement weekend on the evening for the public presentation of the six winning senior essays chosen from the thirty-five, hers was not only included; it was chosen for the first-place award. It was a sober, thoughtful, and gracefully written piece on "The World's Debt to Poland."

Dining in Style

The name "dining hall" does not do it justice. UNCG's transformed eating facility is among the best in the Southeast. As students stream through the vaulted glass entrance into the rotunda, it's hard to imagine what used to be. The building is vibrant, yet inviting; open and airy, yet comfortable.

Let's take a tour. We'll enter the lower level through the lush plantscape from Forest Avenue across from the residence halls. The tile-floored rotunda is a spacious meeting place. On the right will be the post office where all students will be assigned a permanent post office box no matter where they live on or off campus. On the left is the informal deli area where you can buy and eat baked goods, ice cream and yogurt, pizza, and sandwiches. In the rear are teller machines, restrooms, and small dining rooms that can be reserved for conferences and seminars. To enter the dining hall from the other side of campus, there is a unique tunnel entrance from Spencer Hall and College Avenue. The structure is completely handicapped accessible.

Next we'll climb the open staircase in the middle of the building up to the cafeterias on the top floor. On this level are the cash and board cafeterias and the food preparation area. Because of the circular shape of the building, the brick support walls extend like the spokes of a wheel. There are movable gates in these supports which keep the board and cash cafeterias separate and can be easily changed depending on capacity needed in each area. In the board cafeteria students can use their meal plan, or anyone can pay the flat fee for all they can eat. Each item is priced separately in the cash cafeteria.

Chuck Moyer, director of dining services at UNCG for ARA Services, is understandably proud of the building and reports that ten thousand meals are served each day. Food is presented buffet style from attractive oak and stainless steel servers. There is a twenty-one day cycle in the entree menu.

Salads, sandwiches, burgers, and soup are always available.

The interior design of the facility was done in navy, mauve, and gray by Linda Briccotto '83 of O'Brien Atkins of Research Triangle Park. Traces of the old dining hall (built in 1904, added to in 1932, renovated in the 1950s) can be found in the brick "spokes," palladium windows, and other design touches that conform to the building's original architecture. The exterior brick of the old dining hall is used as interior brick supports.

Commendations go to the architectural firm of Callaway Johnson Moore of Winston-Salem. The $7 million renovation and revitalization makes excellent use of skylights and large windows to give wonderful views and lots of light.

Two hundred and fifty-nine ARA Food Service employees and about eighty students prepare and serve all the food (except the bagels). In the gleaming state-of-the-art kitchen are immense vats and a Swedish oven incomprehensible to a person who cooks for three or four.

The reputation of college campus food notwithstanding, our renovated dining hall entices the appetite and makes eating a real pleasure.

Registration Anesthesized

Registration made easy? The new preregistration system adopted for the spring 1989 semester alleviates those long lines that normally wind through the main floor of Mossman Administration Building where students languished for hours, sometimes still not getting the courses needed. Under the new system, the average time required to register was five minutes!

Computers and scheduling are the keys. Each UNCG student was mailed a registration appointment time, based on their class (graduate students first, then seniors, juniors, etc.). Students could register any time after their specified time, but not before.

A computer bank manned by "registration assistants" was installed in the McNutt Building for students to approach with their approved class schedules. The information was fed into the computer, which confirmed availability, and a printed schedule immediately appeared for the student. If a specific class was full, the registration assistant could help by indicating what alternative courses were available.

Amazingly, the overall undergraduate participation rate was 92 percent; for graduate students it was 65 percent, significantly greater than last year.

All that's left for the student to do is to pay the bill (or face cancellation, a $20 late fee, and starting all over again), then appear for classes. These incentives should ensure a high confirmation rate and no long lines.

Kudos to Registrar James Kaiser and his staff for initiating this quick, innovative, and efficient registration system and taking the agony out of the experience.

THE WAY WE ARE

Pictured above (from left) are Cathy Cary '81, Craig Richardson '82, Neill Clegg '75, '77 MM, Jane Grant McKinney '74, '78 MEd, Sandra Snow Prodan '86, Jenny Hilton Lail '83, '85 MM, Constance Hughes Kotis '65, '77 MM, and Ivan Battle. Other alumni not pictured are Terry Gaulden Battle '55, Caroline Brockman Shrigley '66, '67 MM, and Diane Granata Thompson '77.

Tuning Up Together

His goal was to create a supportive, stimulating musical environment for a community of teachers and students in the best tradition of the leading conservatories and music schools. So in the summer of 1982 **Ivan Battle** '78 founded the Greensboro Music Academy. Six and a half years later the Academy has grown to 350 students, moved to larger facilities, and become the Greensboro Music Academy Foundation, a non-profit organization.

Ivan, who is artistic director of the school, received his doctorate in music from the University of Kansas. The majority of the faculty are UNCG School of Music alumni.

The Academy offers instruction in piano, voice, winds, strings, theory, literature, and synthesizer. Its award-winning students are taught with humor, imagination, and a positive approach. The are increasingly successful in state, regional, and national music competitions.

After visiting the Academy, McNeil Lowry, former vice president of the Ford Foundation in charge of humanities and arts, wrote, "...I concluded that the standards of the Academy's technical instruction in music are matched by a sensitivity to the psychological development of children I have not seen surpassed in thirty years of field work around the United States."

The GMA Foundation now provides scholarships for deserving students at the North Carolina School of the Arts, the UNCG School of Music, and the Academy.

An Olympic Coach

Some months have passed since Bryant Gumbel brought the 1988 Olympic Games from Seoul, Korea, into our living rooms. But for **Kay Yow** '74 MEd, who coached the United States' women's basketball team to a gold medal, the experiences and the friendships made in Seoul will live forever.

The Gibsonville native and women's basketball coach at NC State has the ability to bring out the best in her players and mold their individual talents into a winning combination. Her teams won the gold medal in the Goodwill Games and in the World Championships of 1986. Nine players from that team returned to win the 1988 Olympic gold — a 77-70 victory over Yugoslavia. The Russian team took the bronze medal.

Coach Yow felt there was more pressure to win the semifinal game against the Soviets. "In the finals you know that no matter what happens, you're going to at least get the silver."

The US women also won the gold in 1984 in Los Angeles, but the Eastern block countries weren't represented. Kay was an assistant coach then, as her sister Susan, coach of Drake University's women's team, was for her in Seoul. The victory was sweeter this time around.

In her thirteen years at State she's had one losing season — the year she underwent cancer surgery. But even after that experience Kay said, "I think you learn a lot from adversity. I have a saying: When life kicks you, you let it kick you forward." She is honorary chairman at the Lineberger Cancer Research Center in Chapel Hill.

In November Kay was inducted into the Women's Sports Hall of Fame in Cincinnati, OH, joining such figures as Babe Zaharias, Wilma Rudolph, and Nancy Lopez.

Kay is not as much pleased with winning as she is with just competing — competing with people instead of against them, making friends, and learning. "That's what the Olympics is all about," she asserts.

What could be next after this once-in-a-lifetime dream? "Now," she says, "I'd like to accompany my Wolfpack team to the NCAA Final Four."

Art's the Thing

On the sprawling campus of The University of Texas at Austin **Susan Martin Mayer** '53 wears a number of professional hats — or should we say berets — as well as being a practicing artist.

Susan says that what she does boils down to "teaching people how to teach children" about art appreciation. But there's much more to it than that. She is a lecturer in the department of art, teaching graduate and undergraduate courses in museum education. These courses range from preparing graduate students for careers in museum work to informing future school art teachers about ways to enhance student interest in art through visits to exhibitions.

WILLIAM KOLBERG

As a staff member of the Archer M. Huntington Art Gallery at UT, Susan coordinates education programs for children, co-directs the nationally recognized Art Enrichment Program, and is responsible for the training of the gallery's ninety volunteer docents. Co-author of *Texas*, the gallery's book for young people which uses paintings, drawings, and photographs to teach the history of Texas, she also has a direct hand in the production of the children's catalogues. To excite and motivate children, she has devised museum games and co-produced the gallery's video, "The Right Staff."

As a result of her effort, accomplishments, and service, Susan was named 1988 Museum Educator of the Year by the National Art Education Association. And in 1986 the Texas Art Education Association honored her with its outstanding art educator of the year award.

While at UNCG Susan was an art major. She received her master's in art education from Arizona State University and has studied at other American universities and at the Academie de la Grande Chaumiere in Paris.

Women's Soccer Takes Off

by Ty Buckner '85
Sports Information Director

Freshman forward Heather Duryea (center) and freshman midfielder Rori Rushing (8) battle NC Wesleyan College defenders for the ball.

When Jack Poland began assembling the first UNCG women's soccer team, he had visions of success for the squad's inaugural season. So when the Spartans walked off the field for the last time October 29, the coach smiled proudly at the progress his group of twenty-two freshmen, two sophomores, and one junior had made.

"We realized or exceeded all of our expectations," said Poland, who had never coached women in an intercollegiate sport before. "It boils down to the fact that we won the games we should have won, lost the ones we probably should have lost, and won most of the ones I thought were toss-ups at the beginning of the season."

In fact, UNCG won 10 of 17 games and achieved what may have seemed impossible in the pre-season — a Top 10 national ranking.

The Spartans won seven of their first nine games and ranked as high as No. 4 in the NCAA Division II. In the final poll, they were tied for the No. 8 ranking. Along the way, Poland's team defeated the University of Maryland and Duke University and lost a close game to N.C. State University, the nation's second-best Division I team.

UNCG's quick success was in part due to the rapid development of several freshman players. Heather Duryea of Washington, NJ, netted 12 goals to lead the team while Lisa Leisten of Greenville scored 11 goals. Poland also cited midfielder Tracie Foels of Knoxville, TN, and defender Julie Carson of Tonawanda, NY, as team leaders. He noted that Laura Mussulman of Durham, NH, kept the team competitive in the toughest games with a steady performance as goaltender.

With the season barely three months past, Poland is already thinking about next fall. "We're not going to catch anyone by surprise," he noted. "But I think we have a good idea of what we can do as a team. It all depends on how hard we want to work at it."

B O O K

REVIEW

Meaning ripples in "the blue water" of a Cherry world

by Fred Chappell

The school of thought that we call Natural Theology holds that some large part of the nature of God can be known by contemplating the objects of His creation. His signature is everywhere. "You read it in the blue wind, /the blue water, the rock spill,/the blue hill/ rising like a phoenix from ash," writes the poet Kelly Cherry '67 MFA. She goes on to say that "resting, you read God's name on the back of a bass/in a a blue pool; God grows everywhere, like grass."

Cherry is an unusual poet in many ways. In the first place, she is simply splendid, making an asymmetrical and haunting music with her lines. And she is knowledgeable. In a time when poets are pleased to boast about their ignorance of history, philosophy, art, and science, Kelly Cherry has studied these subjects assiduously. Before she came to UNCG to practice the composition of poetry for her MFA degree, she had taken a degree in philosophy. Finally she is a candid and straightforward poet. Even those contemporary poets who do profess religious beliefs are reluctant to talk about them in their verse for fear of offending (or amusing) the more supercilious readers in their audiences. Cherry not only speaks of her beliefs, she even mentions the name of God in a time when it is disadvantageous for a poet to do so.

Some part of Cherry's brillance as an artist is dependent upon her forthright refusal to disavow any part of her art or feeling. She disdains to be a feminist poet because she finds that stance an inflexible one; neither is she a metaphysical poet in the strictest sense of the term because she composes openly autobiographical passages. Yet she is not in any way a confessional poet; she seems to find public confession vulgar and demeaning. She desires, in short, as much freedom as she can bring under firm control. "It is the loss/ Of possibility that murders us."

She can handle whatever freedom she allows herself. The first poems in *Natural Theology* make up a narrative of the history of human consciousness from its earliest strivings to its latter relationships with nature; the last poem in the book, "Questions and Answers," is a longish philosophical inquiry into the possibility of human certainty. Between these come the more personal poems, love lyrics, and autobiographical poems. But for me "Questions and Answers" is the best poem included in the collection. (We do not speak here of her fiction. Her comic novel, *Augusta Played*, is a classic of another sort.) One of the topics pursued in this ambitious work concerns the limits of identity, and perhaps it comes as no surprise to find that Cherry believes that the human being can be defined only in relation to the other works of God. She is no fashionable existentialist. "Things are not so simple, it seems, as certain ones/ Who have gone before us have suggested:/ There are implications everywhere,/Whispering in the tops of trees, urgent,/ Restless, waiting, darting across the ground/Just a second before you turn your head,/ So you never quite see them, just their shadows,/The light stabilizing itself after the sudden disturbance."

There are a few writers who are reclaiming for us the literary heritage of Thoreau, Emerson, and William James, the heritage that was obscured for a while in a period of hubris and distrust. Kelly Cherry is one of these writers and one of the best among them. She is graceful, thoughtful, and brave, and her work deals so clearly with the hardest problems that it makes itself necessary. "These truths," she says, "are a way to knowing dark."

Natural Theology. By Kelly Cherry. Louisiana State University Press. 58 pages. $12.95

Fred Chappell, a poet, novelist, and short story writer, is a professor in the department of English at UNCG.

Town Meetings

At last count, 24,172 invitations will be in the mail by mid-winter inviting alumni in North Carolina to the greatest road show ever undertaken for UNCG alumni.

Dubbed "Town Meetings," a program of information, entertainment, and lots of gaiety has been planned for four cities across the state this spring. A gala reception will be followed by a seated presentation, with words from the chancellor, special musical entertainment, and a remarkable multimedia show.

A full complement of campus officials — deans, vice chancellors, and representatives from Athletics, Admissions, Student Affairs, Career Planning and Placement, and others — will be on hand to give information and answer questions.

In addition to the 24,172 alumni, special invitations will be offered to admitted students and their parents, parents of currently enrolled students, high school guidance counselors, friends of UNCG, area legislators, and other dignitaries.

If you live in one of the environs listed here, you'll certainly want to attend your Town Meeting. Watch for the invitation in your mailbox soon.

Greensboro February 20
Holiday Inn Four Seasons

Winston-Salem March 21
M.C. Benton Convention Center

Charlotte April 14
Royce Hotel

Raleigh April 17
North Raleigh Hilton

Reunions at Homecoming?

Homecoming was a very different celebration this year for the Classes of 1973, 1978, and 1983. For the first time, those celebrating their 15th, 10th, and 5th reunions held festivities at Homecoming (in October) rather than at Commencement (in May).

The change was well-received. Just ask the Class of 1983: They turned Taylor Garden (behind Elliott Center and the Alumni House) into a lush paradise for their Hawaiian luau on Saturday night. Class Vice President Marks Lane made the arrangements.

The Class of 1973 had a cookout on Friday night before Homecoming Saturday. And the Class of 1978 gathered informally throughout the weekend.

Reunions at Homecoming will continue. So if you graduated less than fifteen years ago, plan on celebrating with your class on the last Saturday in October. Next year's reunions will be for the Classes of 1974, 1979, and 1984.

If you graduated more than fifteen years ago, your class will hold its reunion, as is tradition, at Commencement. The classes ending with 4 and 9 will celebrate on May 12 and 13, 1989.

Of course, all alumni are invited to both events. So place both of these big weekends — Commencement and Homecoming — on your 1989 calendar.

MARKS LANE '83

Beth Binner '83 drove down from Boone to take in the Class of '83's luau at Homecoming.

A Ramesses Reunion

Several members of the Class of 1963 met at Charlotte's Mint Museum to view the treasures of Ramesses II. Among them were (l-r) Joy Joines, Dee Coleman Vannoy, Carol Furey Matney, Louella Kidd Stinson, Dot Davis Moye (partially hidden), and Flora Allen Crowe. November 15th was UNCG night at the Mint, and more than 300 alumni and friends admired the 3,000-year-old artifacts.

Men's Glee Club Sings on a Loop

Forty-three male students and forty-three tuxedos were loaded onto a charter bus one crisp October afternoon headed for a loop through the mid-Atlantic states. A crank of the engine and the group — the Men's Glee Club, under the direction of William Carroll — was off on its fall tour, with performances scheduled in Richmond, Baltimore, and Norfolk. Of course, UNCG alumni were involved at every stop.

At each site, a pre-concert reception offered a chance for local alumni to meet the members of the Men's Glee Club. The performances, well-received, included selections from the music of Rodgers and Hammerstein, Stephen Sondheim, Frank Loesser, and Stephen Foster, with a sea chantey or two mixed in. A special hit was a bawdy but tasteful rendition of "Everybody Ought to Have a Maid" by three members of the Glee Club who are also drama majors.

Brenda Meadows Cooper '65, associate director of alumni affairs, greeted alumni at each location. (In fact, Brenda rode the bus with the Men's Glee Club.) Another special feature of each evening was a narrated slide presentation giving alumni an update about what's happening on the UNCG campus.

The first stop, on October 14, was Richmond's new Berkeley Hotel. Local arrangements were made by Eleanor Smith Cox '63; reservations were handled by Daphne Long Howell '76 and Al Howell '78. The slide presentation was given by Dr. Bernard B. Keele, Jr., Vice Chancellor for Development and University Relations at UNCG.

On October 15 the reception and performance were held in the Merchants Club in downtown Baltimore. Ila Widenhouse Christenbury '63 made the arrangements. (Alumni who took the bus tour of Baltimore in the spring of 1988 will remember that Ila made arrangements then, too. She is a partner in a local tour company, About Town.) Linda

Robinson Beaver '69, chair of the Baltimore Alumni Club, handled the reservations, and Audrey Edmonds Stone, UNCG's executive director of development, narrated the slide show.

Norfolk was the next stop, with a gathering of alumni at the Town Point Club in the World Trade Center. Reservations were gathered by Jeanette Weaver Payne '55, and Joan Park Buckle '67 handled the arrangements. Maria Griffin '66 of the Development Office presented the UNCG slide show.

Conductor William Carroll delighted alumni at each performance by asking them to join the Men's Glee Club in singing "The University Song."

Philly Alumni Renew Their Ties

Except for a small gathering during the Prospectus III campaign, UNCG alumni in the Philadelphia-Cherry Hill area hadn't met since the spring of 1979.

Joyce Posson Winston '48, who lives in Malvern, PA, wanted to do something about that. With over 400 alumni now living in the area, Joyce knew there would be interest in getting together for an informal evening to learn about the University and about each other.

She was right. On October 19, alumni met for a cocktail reception at the Adam's Mark Hotel in Philadelphia. The event featured a slide presentation narrated by Vice Chancellor Keele and Executive Director of Development Audrey Stone.

Atlantans Welcome Traveling Barbecue

Good ol' North Carolina barbecue was served at the October 23 meeting of Atlanta-area alumni — an event that promises to be an annual affair. Held at American Legion Post 140 at Chastain Park, the Sunday afternoon gathering was arranged and hosted by Jill Pavey '82 and Charles Webb '84. Brenda Meadows Cooper '65 of the Alumni Office drove down from Greensboro, bringing with her a continuous slide show about the campus and its most recent news.

Of the fifty or so alumni who attended with their families, nearly half had graduated from UNCG since 1970. Even so, the yearbooks alumni shared brought forth the same whoops and hollers usually heard from older alumni.

Interestingly, three alumni who attended were among the ranks of "transplants" who had been active in alumni clubs in other cities. Tom Bundros '78 had met with New York City alumni until his recent move to Atlanta. Debbie Hanna Griffiths '80 and Richard Griffiths '78x, formerly of Los Angeles, had gathered with LA alumni just last March.

All who attended the Atlanta barbecue received a directory of the seven hundred plus alumni who live in the area.

If you're living in Atlanta, hold March 6, 1989, for the next alumni event. On that date the UNCG Show Choir will perform there. Details will be in your mailbox soon.

Sampson Chapter Shows Its Strength

The Sampson County alumni chapter, one of the most active of all UNCG alumni groups, can rightfully claim distinction on at least two counts.

First, their rate of participation at local meetings is quite high. A full 25 percent of all alumni in the county attended their annual meeting last fall.

Second, the chapter's active recruiting of local students for their alma mater can be easily documented: Over the last five years, the number of students from Sampson County enrolling at UNCG has increased from three to nine.

1989 Alumni Tours

Winterthur and Brandywine Country
April 12-16

French Normandy Coast/ Seine River Cruise
May 10-22

Voyage through the British Isles
May 19-June 1

Canadian Rockies Adventure
June 13-22

The Best of Britain
June 29-July 13

Journey of the Czars
July 12-25

Wings over the Nile
October 3-16

Want to know more?
Write the Alumni Office
for free brochures.

Contacts

On matters pertaining to the Alumni Association and its programs, write to the Alumni Office. To contact *Alumni News*, write to the University Publications Office. Both offices may be reached at this address: Alumni House, UNCG Campus, Greensboro, NC 27412-5001.

Attracting the Brightest Students

by Chuck Rickard
Director of Admissions

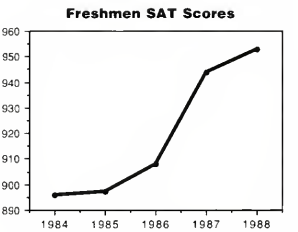
I'm proud to share with you a graph, that indicates a marked rise in the average SAT scores of our freshman class this year. You'll see that we have made steady gains, and that's something to be pleased about.

When it comes to student enrollment, we're more concerned about quality and diversity than with quantity. After all, the value of your diploma is only as high as the diploma being issued today.

If that's important to you — and surely it is — then I'd like to invite you to help us attract the brightest students in your area.

A network of concerned alumni is vital to our recruiting program at UNCG. We've tapped a number of you as Alumni Recruiting Coordinators (called ARCs for short) who have been very successful in making personal contact with high school students on the verge of saying "yes" to UNCG.

Here's how the program works: Alumni indicate their willingness to serve as ARCs by contacting the coordinator on the campus, Ms. Patricia Wall '77. A package of materials, including University stationery and campus information, is forwarded for use by the ARCs. Then, every month a computer printout of students who have been admitted by UNCG is sent for the geographic area in which the ARC lives. The ARC telephones and/or writes a message to the admitted students, offering congratulations and encouragement and answering any questions that the students or their parents may have about UNCG. That's just about it. The time an ARC spends serving the University in this way usually averages to be about two hours per month.



One of the rewards of being an ARC is seeing your "recruits" become motivated, active UNCG students who, four years later, join the ranks of alumni to become successful contributors to society.

Wouldn't you like to serve your alma mater in this way? If so, write Ms. Patricia Wall, Assistant Director of Admissions, Office of Admissions, UNCG, Greensboro, NC 27412, or call her at (919) 334-5243.

Mr. Rickard became the Director of Admissions at UNCG in 1985.

F R O M T H E

PRESIDENT

Vote!

Register and vote!
Exercise your right to vote!
Inform yourself and vote!

These exhortations and more were heard by all of us last fall as our nation went through its election process. While many of our fellow citizens ignored the obligation and privilege of voting, most of you cast thoughtful and considered ballots. Now I am asking you to vote again, this time for officers and board members of your UNCG Alumni Association.

Are you "registered"? If you receive *Alumni News*, you have made a contribution (no minimum amount) to the University within the last year and are thereby a member of the UNCG Alumni Association. And you are eligible to vote in its election.

Why is it important to vote? The Alumni Association is yours. It represents you in the life of the University today. But it only does so if you elect alumni to lead you who represent your views and are aware of your needs.

We all know that UNCG is an institution in transition. We are fortunate that we have a talented, diverse, ever-changing and ever-growing constituency. The University needs the support of all groups who have gained their education from it, whether they be "little old ladies in tennis shoes," "yuppies," or the punk rock generation! And we, no matter when we were here, owe it our loyalty. We also have a right to expect it to provide on-going opportunities for us, whether these be on-campus sports and cultural events or off-campus events such as the evening at the Ramesses exhibit in Charlotte last fall and the four-day trip to Baltimore last spring.

The Alumni Association must have a diverse Board of Trustees if it is to serve all its constituents. Are you aware that each graduating class selects an Alumni Association representative who serves a three-year term on the Alumni Board? Did you know that the two co-chairs of the Black Alumni Council are members of the Alumni Board? And this year's nominating committee has attempted to give you candidates who will represent all alumni groups. Inside the front cover of *Alumni News* is a list of the current officers and Board members with their year of graduation so you know who remains on the Board. Now it is up to you to elect the new leaders for your Association.

How can you become an informed voter? The pages which follow give you material on and statements by each candidate. Perhaps you already know some of them. You can ask other alumni and friends for information. Then fill out your ballot and mail it in.

I find it wise to vote as soon as possible. I may otherwise forget to vote before the deadline. Or I may be unable to locate the ballot at a later date. But most of you are exempt from such problems, I feel sure!

These are critical times in the life of the Alumni Association at UNCG. Your Association leaders need your caring support as we try to serve you and your University. We feel strongly the obligation to carry forward the efforts of those who went before us. We also deeply desire to represent well our current and future alumni. Your participation in electing your officers and Board members will help us meet these goals.

Betty Crawford Ervin '50 of Morganton is the president of the Alumni Association.

ALUMNI BUSINESS

Use the ballot enclosed to cast your vote for officers and trustees of the Alumni Association. You may vote for one candidate for each position. Stamp your ballot (15 cents) and return it by April 14, 1989.

PRESIDENT-ELECT

ANN PHILLIPS McCRACKEN '60, Sanford. English Instructor, Central Carolina Community College. *"The alumni of UNCG will forever be proud of our excellent education. We know the difference our college experience has made in our lives, and we are certain the challenges of the 1990s can only be met by well-educated women and men. Since the strong support of active alumni is necessary to ensure UNCG's future as an academic leader, I would be delighted to have the opportunity to serve UNCG as President-Elect of the Alumni Association."* Ann has been a District Five Trustee of the Alumni Association, a member of the Alumni Scholars Committee, and chair of the Lee County Prospectus III Campaign. Receiving her MA degree from UNC-Chapel Hill in 1964, she taught in the Durham and Sanford City School Systems. She is a member of the Lee County Library Board of Trustees, the Tri-County English Alliance, the state board of NC Common Cause, and the Lee County Peace Fellowship. A former president of the Lee County League of Women Voters, Ann also was vice president of the First Presbyterian Women of the Church, precinct chairman of the Lee County Democratic Party, and president of the Chicora Literary Club.

BETSY SUITT OAKLEY '69, Greensboro. Coordinator of Group Travel, Metro Travel, Greensboro. *"UNCG and the Alumni Association are on the threshold of many exciting and challenging opportunities in the next few years. Among those are planning and executing the Centennial Celebration, recruiting top students, and dealing with the ever-decreasing educational dollar. I believe that strong alumni participation is imperative to UNCG in meeting these challenges. Along with my past alumni leadership roles, I offer enthusiastic and forward thinking leadership in turning these opportunities into realities."* Betsy is a member of the Alumni New Directions Committee and the Centennial Planning Board at UNCG. Previously a member of the Search Committee for the Vice Chancellor for Development and University Relations and the Task Force on University Planning, she was also chair of the Editorial Board from 1984-86 and a member of the Association's Board of Trustees from 1983-86 (Executive Committee 1985-86). In 1986 she was reorganizational chair of the Guilford County Alumni Chapter. Betsy chaired the Prospectus III campaign in Greensboro and was the first Phonothon chair for Annual Giving. Currently on the board of the Greensboro Preservation Society, she is a member of the Junior League, First Presbyterian Church, Tuesday Study Club, and the Green Hill Gallery for NC Art. She is task force chair for a new senior center in Greensboro and former board president of United Services for Older Adults, the Preservation Society, the Eastern Music Festival Auxiliary, and Leadership Greensboro.

SECOND VICE PRESIDENT

SUSAN BROUSSARD NOLAN '71, '72 MEd, Greensboro. Organizational Development Specialist, Internal Revenue Service. *"The Second Vice President chairs the Nominating Committee. I'd like to bring my experience with the two eras of the University — Woman's College and the new University — to the selection of candidates for the Association."* Bruce served as recording secretary of the Association from 1985-88 and as a member of the Planning Council from 1982-85. She was a member of the Young Alumni Council from 1972-74. Serving as director of marketing at Guilford Technical Community College from 1986-88, she was coordinator of job placement there from 1984-86. Bruce was coordinator of student employment at UNCG from 1980-84. Presently a trainer with the Greensboro Junior League, she has served on its board of directors. Bruce was the recipient of a special achievement award from the IRS in 1988. Formerly president and secretary of the National Association of Student Employment Administrators, she received the organization's Rookie-of-the-Year Award. She was a member of the executive board of the North Carolina Placement Association and chair of the leadership development committee at the First Lutheran Church.

NANCY SUSAN WHITTINGTON '72, '74 MEd, Wilkesboro. Sales Representative, New York Life Insurance Co. *"As alumni, our link to the University is through our hearts. Though we have a tendency to resent change, we must assist UNCG in becoming an even more dynamic institution. The members of the Alumni Board must continue their task of enhancing stronger communication channels between the Alumni Association and the University to assure that alumni are involved in a serious and constructive manner in the development of UNCG."* Susan has an MBA from the Babcock School of Management at Wake Forest University (1984) and received her CLU and ChFC designations from the American College in 1988. Previously a member of the Competitive Scholars Committee, she is now a member of the executive committee of the Alumni Association's Board of Trustees and the Ad Hoc Committee on University/Alumni Relations. Susan serves on the boards of directors of the Wilkes Art Gallery, First Citizens Bank, and the Wilkes Community College Endowment Corporation. She is chair of the Northwest North Carolina Forum. She was president of the Wilkes Chamber of Commerce and the Wilkes Art Gallery, chair of the Wilkes County Land Use Planning Committee, and a layreader at St. Paul's Episcopal Church. In the insurance industry she is a member of the Million Dollar Round Table and has received national quality and achievement awards. In 1985 she was named Outstanding Volunteer of Wilkes County.

TRUSTEE: DISTRICT SIX

CHARLES W. HAGER '80, Greensboro. Employed by Computemp. *"The classes I took and extracurricular activities I participated in while at UNCG served to give me a strong liberal arts background which has been very beneficial to me in my endeavors after graduation. After all I have gained from my schooling, I find it very easy and rewarding to share my skills in any way I can with UNCG."* Chuck is an alumni recruitment coordinator with the Admissions Office and a member of the Homecoming Committee. Previously he served on the Alumni Distinguished Service Awards Committee and a sub-committee of the Ad hoc Committee on University/Alumni Relations. After graduation, Chuck was a product testing assistant at M/A/R/C, Inc. until 1984. House manager of the High Point Theatre during 1984, he was a data processing specialist and telemarketing manager at Replacements, Ltd. from 1984-88. Formerly a member of the Community Theatre of Greensboro, Chuck sings with the chancel choir at First Presbyterian Church.

STEVEN H. ROBBINS '73, Sophia. Assistant to Vice President, Klaussner Furniture, Asheboro. *"As UNCG approaches an exciting period of growth in areas of academics and athletics, I would be pleased to have the opportunity to give my time and effort in its support."* From 1973-78 Steve was a math teacher and coach at Randleman High School. He is presently a cub scout den leader, little league coach, and YMCA coach. Steve is a member of the First United Methodist Church of Randleman.

TRUSTEE: DISTRICT NINE

BARBARA BABCOCK BROWN '60, Concord. Vice President, Brown Utility Company. *"The University, UNCG, 'Made A Difference' in my life by teaching me to think, to problem solve, to lead, to share; now I have the time to 'Make A Difference' at the University."* Barbara was a member of the Alumni Giving Council and coordinated Dr. Bardolph's presentation at the Reed Gold Mine. Presently completing a master's degree at UNCC, she is chairman of the Cabarrus County Jury Commission, a member of the Cabarrus Youth Theater Advisory Board and the All Saints Episcopal Church Outreach Committee, and a delegate to a Regional Legislative Planning Conference. Barbara was vice chair of the League of Women Voters, treasurer and executive director of the Old Courthouse Theater board of directors, chairman of the Cabarrus County Commission on the Status of Women, a member of the Cabarrus Christian Cooperative Ministry board of directors, and vice president of the Junior Charity League.

HARRIET ANNE HATHAWAY '71, '78 MLS, '83 EdD, Monroe. Associate Professor and Director of Teacher Education, Wingate College. *"As one who received all of her post-secondary education from UNCG, I would like to repay the institution with my personal, active involvement in its alumni work. Moreover, as an educator I desire the opportunity to assist in the maintenance of educational excellence through continued growth of alumni support and through promotion of this excellence for attracting outstanding students. Serving on the Alumni Board would afford me the opportunity to return some of the much I have received from UNCG."* Anne was a member of the Alumni Undergraduate Relations Committee from 1971-75 and its chairman in 1974-75. A math and science teacher at Northeast Junior High School, McLeansville, from 1971-76, Anne was mathematics coordinator with the Guilford County Schools from 1976-78. From 1978-82 she was a regional mathematics coordinator with the Southeast Regional Education Center in Jacksonville. A member of Delta Kappa Gamma, she is a committee chairman with the Pilot Club of Monroe. Previously Anne was a member of the Monroe Junior Women's Club and the Jacksonville Junior Women's Club. She was named to Who's Who in the South and Southwest 1982-83 and to the Outstanding Young Women of America 1976.

TRUSTEE: DISTRICT TEN

HELEN BUMGARNER BELL '39, North Wilkesboro. Homemaker. *"How very proud I am to be an alumna of UNCG! Those four years opened doors to a 'new world' for me. Having two daughters and two sons-in-law who graduated from the University, I am aware of the greater opportunities, programs, and challenges available today. It is an exciting time for students and alumni and I would be honored to serve on the Board of Trustees from District Ten."* Helen was Wilkes County representative to the Alumni Association for several years. She was dean of the Clevenger College of Business Administration in Wilkesboro from 1948-54. From 1955-63 she was secretary/treasurer of Northwestern Printing Company. Presently church historian and chair of the memorials committee at First United Methodist Church, Helen is secretary/treasurer of Hinshaw Extension Homemakers, recording secretary of the Wilkes Genealogical Society, and a member of the Wilkes Art Gallery, the board of directors of the Wilkes Unit of the American Cancer Society, and the Wilkes General Hospital Auxiliary.

LOIS ANN DOSS '72, Millers Creek. Certified Public Accountant, Benson, Blevins Drum & Thomas, North Wilkesboro. *"I appreciate the education I received at UNCG and I am willing to serve the University through the Alumni Association."* Lois is church treasurer, pianist, and Sunday School teacher at Arbor Grove United Methodist Church. She is a member and former president of the Arbor Grove United Methodist Women.

TRUSTEE: DISTRICT ELEVEN

FRANCES ARMSTRONG EVANS '53, Shelby. Housewife. *"W.C. gave me an education and a wonderful growing experience. UNCG must do more for today's student. A degree from UNCG must open doors for the graduate. I shall be happy to serve the University today with the same love I had for it yesterday."* Fran is a former member of the Reynolds Scholarship Committee and the Alumni Association Nominating Committee. After graduation she taught in Buncombe, Caldwell, and Gaston Counties. A member of the Shelby Junior Charity League for twenty-five years, Fran is past-president of the Cleveland County Medical Auxiliary.

JULIA ROSS LAMBERT THAYER '51, Morganton. Social Studies Teacher, The Children's School. *"I would look forward to serving on the Alumni Board. I believe strong alumni support is vital to the University's continued growth and in maintaining its reputation for educational excellence."* Formerly a member of the Board of Trustees of the Alumni Association and the Reynolds Scholarship Committee, Julia Ross now serves on the Annual Giving Council. She taught in the Danville, VA, School System from 1952-54 and was a volunteer art education teacher in the Burke County Schools for ten years. She has done further study at UNC-Asheville, UNCG, Lenoir-Rhyne, and Appalachian State. Julia Ross was chapter president of the American Field Service, an officer in the Episcopal Church Women, and a member of the Morganton Recreation Commission.

TRUSTEE: OUT-OF-STATE

JERRY E. MARTIN II '86, Atlanta, GA. Fur Vault Manager. *"The quality of education at The University of North Carolina at Greensboro is exceptional. As a result of my exposure to academia, I developed a sense of obligation and commitment to ensure that future students have the opportunity to matriculate at a benchmark for higher learning. Having the privilege of service as a trustee, there are many directions to enact proper decision-making for the twenty-first century for UNCG."* Jerry is affiliated with the UNCG Black Alumni Association Mentor Program. He is a member of the High Museum of Art and a volunteer at the Shepherd Spinal Center. Named Outstanding Young Businessman by the Greensboro chapter of Junior Achievement in 1981, Jerry is a member of its national alumni association.

JAYLEE MONTAGUE MEAD '51, Greenbelt, MD. Astronomer, NASA-Goddard Space Flight Center. *"I feel that if UNCG is to continue to move ahead in the progressive way it is going, there needs to be continuous input of new ideas to stimulate such development. Because of my extensive experience in scientific research and management, my current positions on both national and international review boards and committees, and the visits which I make to universities to review their programs in scientific and computing fields, I believe I might bring an additional perspective to the Alumni Board were I elected."* Jaylee is a member of the Student Events Committee of the Centennial Planning Board. Receiving her MA from Stanford University in 1954 and her PhD from Georgetown University in 1970, she has been with the NASA-Goddard Space Flight Center for eighteen years as a staff astronomer with the Laboratory for Optical Astronomy, an assistant chief with the Laboratory for Astronomy and Solar Physics, and, at present, associate chief of the Space Data and Computing Division. She has received several NASA and GSFC service and professional awards and serves on many national and international boards and committees associated with her work.

50 Years Ago in *Alumnae News*. . .

Seventy-five questions, abridged from a list prepared by the Alumnae Founders' Day Program Committee, appeared in the February 1939 edition of *Alumnae News*. How many of these can you answer?

Questions. Remember — the year is 1939.

1. When did the Woman's College open its doors for students?
2. Does the Woman's College offer any graduate study?
3. What is the approximate population of the State of North Carolina?
4. What alumnae are members of the Board of Trustees of the Consolidated University?
5. What is the enrollment this year?
6. What is the basic cost for the year for North Carolina students who live in the dormitories?
7. Name our outstanding student organizations.
8. What is the Tavern?
9. Name the two opposing types of hair styles seen on the campus.
10. What new buildings are scheduled for erection in the near future and where are they to be located?
11. How many dances are held on the campus each year and what groups do they represent?
12. What is the College flower?
13. When was the Woman's College consolidated with the University, and who is the president of the Greater University?

Answers

1. October 5, 1892. The Legislature of 1891 authorized its establishment.
2. Yes. An MA degree may be obtained in home economics and in secretarial administration.
3. Approximately 3,300,000.
4. Minnie McIver Brown ['96x], Lelia Styron ['05], May Lovelace Tomlinson ['07], Laura Weill Cone ['10], and Annie Cherry ['27].
5. Enrollment is 2,083.
6. $341.00.
7. The Societies (Aldephian, Cornelian, Altheian, Dikean); Play-Likers; College Choir; Quill Club; Orchesis (dance); Speakers' Club; Education Club.
8. The Tavern is a sort of "Sandwich Shop" located in the Assembly Room beneath South Dining Hall. Open every night in the week and on Sunday morning. Sandwiches, cold drinks, and ices may be secured there by the students and their dates.
9. The Hollywood (down) and the Paris (up).
10. A Science Building, which is now being constructed on the old hockey field south of Mary Foust. A new dining hall, under construction. Two new dormitories on the quadrangle.
11. These formal dances are held annually: 1 for each of the classes; 2 for the Societies; 1 for Commercials; the Junior-Senior Ball. There are 6 informals; any student may go. There is informal dancing for a short while every evening after supper.
12. The daisy.
13. The Consolidated Act as ratified in 1931. Frank P. Graham is President of the Consolidated University.

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